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AUTHOR Placer-Barber, Venus
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ABSTRACT

A guide to the development of programs in English as a second language (ESL) outlines the program development process and necessary considerations. A foreword describes the two major types of limited-English-proficient (LEP) students and notes differences between LEP students in general and their monolingual English-speaking counterparts. Chapters address aspects of program development and implementation, including: (1) components of ESL program design (identification of the LEP students, language assessment tools, ESL teacher qualifications, and instructional materials); (2) the ESL classroom (scheduling and grouping, ESL teaching in the regular classroom, ESL lesson design, and activities for developing specific language skill areas); and (3) procedures and criteria for mainstreaming students. Lists of 13 references and 3 agencies that can serve as resources are included. (MSE)

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Bilingual Education Resource Series

Starting an ENGLISH-AS-A-SECOND LANGUAGE Program

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Dr. Frank B. Brouillet, State Superintendent of Public Instruction

Olympia, Washington 98504

STARTING AN ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM

Prepared for the Superintendent
of Public Instruction

by

Venus Placer-Barber
ESL/Bilingual Teacher Trainer
Seattle Public Schools

edited by

Rosendo Luna, Jr.
State Bilingual Consultant

September, 1981

Mona H. Bailey
Assistant Superintendent
Division of Grants and Equity Programs

Keith Crosbie
Coordinator
Bilingual Education

Rosendo Luna, Jr.
State Bilingual Consultant

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F O R E W O R D

In the past, the foreign-born students coming into our school system with very limited English or no English-speaking ability have had equivalent or nearly equivalent schooling in their native countries. In more recent years, the majority of the foreign-born students that we have been getting have had very limited schooling (perhaps one to three years), or no schooling at all. This new wave of students has been predominantly Indo-Chinese coming from Cambodia, Laos and Vietnam.

Because of the two different kinds of students that you may be getting in your district/classroom, your ESL program design should take into account students' different needs. Before I discuss how to start an ESL program, I would like to mention some differences and some similarities between LEP (limited English proficiency) students and mono-lingual English speaking students.

1. The writing systems of some language groups are quite different from the Roman alphabet system which we use. For example, some groups such as the Chinese-descent Vietnamese use characters; others such as the Laotians use a combination of Sanskrit and Pali.
2. Whereas these students need to learn all the academic subject matter areas in the regular curriculum, their needs at this point in time are very basic. They need survival skills for school and culturally acceptable and understandable skills for the outside world.
3. These students are undergoing a tremendous amount of cultural shock. Remember that they have been uprooted from their war-torn villages, driven to cramped refugee

camps, and then flown to a highly-urbanized and technologically-sophisticated society. We must not overwhelm them with too many details and we must not assume that they ought to know certain common day-to-day details that we take for granted (i.e., how to flush the toilet, how to make a telephone call, how to open different kinds of doors, etc.).

4. Lastly, no matter how you look at it, children are children are children! They all have the same basic needs besides food, clothing and shelter. They need peer approval, positive reinforcement, and the need to succeed at their school tasks in order to want to learn more.

I hope this manual will be of help to you in setting up the English as a Second Language component of your bilingual program. Please note that throughout this booklet, the terms LEP or limited English proficient student, and non-native speakers of English mean the same thing and may be used interchangeably.

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I. THE COMPONENTS OF AN ESL PROGRAM DESIGN

A. Identifying the Students

The first task in starting an ESL program is the identification of the target group and establishing a non-English primary language within twenty school days after attendance begins. The students needing ESL instruction may be identified during registration by the fact that the student's home and/or social language is other than English. This may be ascertained by: (1) Making sure that one of the items on the registration form asks for the student's home and/or social language, (2) looking at the immigration papers that s/he has, (3) talking to a parent/guardian/sponsor who can communicate with the registrar, (4) talking briefly with the student, and (5) giving a written questionnaire or a home language survey. (Available from the State Bilingual Office).

After identifying the students who need to be served, the next step is to determine their proficiency in English by using a language assessment tool.

B. The Language Assessment Tool

To be eligible for state funding and for student eligibility into the program, a district has to use one of the three state-approved, nationally-normed, language assessment tools. The state approved tests for determining English proficiency are: The Bilingual Syntax Measure I and II, (BSM), the Language Assessment Scale I and II, (LAS), and the Basic Inventory of Natural Language (BINL). (For newly enrolled non-English speakers)

Many districts in the state have also used their own district devised test to supplement the state-approved test. Seattle School District, for example, has used their own language assessment tool which has four parts: (1) An oral language interview, (2) a diagnostic picture test, (3) an

appropriate reading comprehension passage, and (4) a writing sample. This language assessment tool may be administered by the ESL teacher or any trained person.

The district must also establish dominance in a non-English language by testing in both languages where feasible. Otherwise, if no test for both languages is available, a qualified native speaker, or the best professional staff judgment must be used to determine language dominance. Any dominant non-English language speaker who scores below the 35th percentile on both the language arts and reading subtests of any nationally normed standardized district test is eligible for bilingual/ESL programs. (For previously eligible, continuing students.)

C. The ESL Teacher

The ESL teacher should be a certificated person who has expertise in the teaching of English as a Second Language. This person must have taken college courses in ESL teaching methodology, teaching strategies, classroom management, and other related educational courses. Courses in linguistics, other courses related to language learning, and some bilingual education classes must be part of that curriculum as well. It is definitely an advantage if this person speaks another language or has lived outside his/her native country for some time so that s/he has an experience/understanding of another culture. Most of the time, however, we do not have the luxury nor luck of finding and hiring such a person. I might venture to say that if your district cannot find a person who is highly trained and/or who can speak another language, here are some of the characteristics of a person who will make a good ESL teacher:

1) A person who works well with almost any student.

2) A person who is aware of and sensitive to the different

cultural differences and similarities of his/her students.

3) A person who is respectful of other cultures and who views differences as challenges rather than as difficulties.

4) A person who has good classroom management skills.

5) A person who is resourceful.

6) A person who is flexible and open-minded.

7) A person who is willing to learn the techniques involved in teaching any language or learning another language.

In other words, a good regular classroom teacher given a chance to learn some ESL techniques can be a good ESL teacher. A very good foreign language teacher often makes a good ESL teacher as well.

D. ESL Materials

There is a wealth of materials available to you for teaching English as a Second Language. We can classify the printed teaching materials in two categories: The commercially-made materials put out by the publishing houses, and the teacher-made materials that will be made by you. I believe that the commercially-made materials should never be used exclusively, since the authors may not have intended them for a specific ability level or to be used for a specific length of time. They may not serve the needs of your LEP students. Remember that as an ESL teacher your basic objective is to know the needs of your students and serve them accordingly. In other words, supplement the text with teacher-made materials. Use the book as a guide and a springboard for ideas that need to and should be developed further. The best materials available are those that are made by the teacher specifically for his/her students. The ideal textbook for your students has not been published. Here is a short list of some of the more commonly used textbooks:

USES*	TITLE	PUBLISHER
Secondary	Beginning Lessons in English	Regents
Elementary	Core English: English for Speakers of Other Languages	Ginn and Company
Elem (Bk 1-2) Elem/Sec (Bk 3-5)	English Around the World Skill Books 1-5, Teachers' Edition posters, display cards	Scott, Foresman and Company
Elem/Sec	English for a Changing World Books 1-4, poster books 1-4, Teachers' Manuals	Scott, Foresman and Company
Elem/Sec	English in Action	Simon & Schuster
Secondary	English 900 Series Books 1-6, Workbooks 1-6, Teachers' Manuals	MacMillan
Elem/Sec	English for Today Books 1-6, Teachers' Manuals	McGraw Hill Inc.
Elem/Sec	English This Way Books 1-9, Teachers' Manuals	Collier-MacMillan
Elem/Sec	English Self-Taught Books 1-6	Regents
Elementary	English Step by Step with Pictures	Regents
Secondary	Modern American English Books 1-6, Workbooks 1-6, Teachers' Manuals	Regents
Secondary	New English 900 Books 1-6, Workbooks 1-6, Teachers' Manuals	Collier-MacMillan
Elem/Sec	New Horizons in English Books 1-6, Workbooks 1-6, Teachers' Manuals	Addison & Wesley
Elementary	Steps to English Books A & B, Workbooks A & B, Teachers' Edition, Books 1-4, Workbooks 1-4, Teachers' Edition	McGraw Hill Inc.
Elementary	Welcome to English Let's Begin, Books 1-6, Teachers' Ed.	Regents
Elem/Sec	Everyday English Books 1 & 2, Activity Sheets	Seattle Public Schools

* (Recommended/Not Exclusive)

II. THE ESL CLASSROOM

A. Grouping and Scheduling

The grouping of the LEP student should be based on his/her proficiency in English as determined by the assessment tool. The scheduling of the bilingual student should be based on his/her grade level and the school environment (administrative support, faculty acceptance and curriculum).

Scheduling in the Elementary Level

The pull-out system - The bilingual student is pulled out from the regular classroom for 25 minutes (for kindergartners) to 45 minutes (for the intermediate age group). An average time is about 30 minutes. The students are grouped according to their English ability and age. In other words, it is not advisable to put a first grader and a sixth grader together in the same class even if they are both beginners. Two or three contiguous grades of Limited English Proficient students with the same English ability may be more appropriate.

Other considerations are: (1) Consult the regular classroom teacher as to when is the best time to take the child; (2) Try to schedule the student into an ESL class during a time when the regular classroom activity involves using a lot of language and reading. This would be a good time as the LEP student will not meet a lot of successes, if any, in such endeavors. Try not to schedule the child for ESL during his/her regular P.E., art or music periods. Remember, the bilingual child can be fairly successful during these kinds of classes as they do not entail a lot of language usage. There are a lot of concrete things to do, and a lot of modeling that can be done during these non-language classes.

The LEP Student in the Regular Classroom Model - Where LEP students are scattered throughout the grades and/or school buildings, it is difficult for any school district to assign an ESL teacher to serve them in the learning of English. In such circumstances, the regular classroom teacher must teach ESL to these children in addition to teaching the regular grade curriculum. The LEP students are, therefore, not grouped by English ability or level, but simply by age or grade level. A framework for instructing the LEP students in the regular classroom will be presented under the heading, "The ESL lesson in the regular classroom."

The Newcomer Center - This system is similar to the pull-out system in that the LEP child leaves the regular classroom setting to receive ESL instruction. However, the similarity ends here. There are several models of this system. Some districts such as the San Francisco Unified School District keep LEP students all day in the center. In effect, the newcomer center is a newcomer school which the students attend daily. The students' schedules reflect all the subject matter areas taught in a regular school. On the other hand, Seattle School District has a slightly different model. It has three basic characteristics: (1) The center is meant for foreign-born students who have missed two or more years of schooling in his/her native country. Some LEP students assigned here may not have had any schooling at all. (2) The LEP students stay in the center for half a day, either morning or afternoon for more intensive help. For the remainder of the day, they go back to their regular classrooms. (3) Besides the ESL instruction, LEP students receive help in reading and math presented to them by a basic skills specialist. In addition, bilingual help is given in other subject matter areas required by

law (social studies, science, and health). This is presented in the child's home language and in English.

Scheduling in the Secondary Level

The Scheduled ESL Class - At the secondary level, definite class periods are designated and scheduled in the course offerings. ESL instruction is given to the LEP child one period a day, usually from 50-60 minutes a period. The LEP students are grouped by their oral proficiency and ability in English as determined by the language assessment tool. Age is not a crucial grouping factor. The range in ages at the junior high level (grades 7-9) is not that great, and the same is true for the senior high level (grades 10-12 or grades 9-12). The LEP student is granted a language arts credit that counts towards the graduation requirement. A certificated ESL teacher instructs this class.

In scheduling your LEP students, the ESL teacher should seek out and work closely with the registrar and the head counselor to provide appropriate classes based on English level ability and priorities, and to resolve singleton conflict classes. Written suggestions/ recommendations by the ESL teacher to the registrar and counselor(s) for LEP class placement should be done/given in plenty of time to avoid closed classes.

The LEP Student in the Language Arts Class - An LEP student who happens to be in a school where there is no ESL teacher is normally assigned to a language arts teacher who may or may not have had ESL training or experiences with limited English proficient students. In this case, as in the elementary, the LEP students are not grouped by level or ability, but rather by grade or age. Most of the time,

and especially if the language arts teacher is at a loss about what to do, an ESL or bilingual tutor is hired to help the LEP student. The language arts teacher, however, has to work closely with the ESL/bilingual tutor and provide guided lessons of instruction. Since only a certificated teacher can legally grade the LEP students for credit, it is very important for the tutor to have constant feedback with the language arts teacher so the latter can monitor student progress and grade fairly.

The Newcomer Center - This is the secondary counterpart of the same idea discussed under scheduling in the elementary level. It is basically similar to the elementary center except for some slight differences. (1) The selected students are those who have missed two or more years of schooling in their native countries. (2) The students are assigned to other regular classes or "mainstreamed" for at least two periods a day mostly in classes such as P.E., Art, Typing, and certain Home Economics and Industrial Arts classes. These are areas in which language usage is not very crucial, where modeling can be done, and where the LEP student can be fairly successful with the tasks presented. (3) The students receive instruction from: (a) the ESL teacher who teaches the English language, (b) the basic skills teacher who teaches reading and math, (c) the generalist who teaches social studies and science, and (d) the bilingual teacher/instructional assistant who provides help in the subject matter areas in the two languages.

B. ESL Teaching in the Regular Classroom - If the teacher has not had ESL training or previous trial and error experience with LEP students, s/he may be at a loss as to what to do and where to start.

Here are some suggestions for the regular classroom teacher: (A) Find out if the child has had previous schooling. The registration form should have this information. If they have had previous schooling, teaching them study skills will be easier since there will be a transference of skills. On the other hand, if they have had very little or no schooling, the regular classroom teacher may have to start instructing them in such basics as: expected and/or acceptable school and classroom behavior, playground safety rules, and fair play in sports/games. This may also be true in the academic area for such simple tasks as holding the pencil properly, forming letters, copying words and sentences, or keeping an organized notebook. The teacher will also have to use lots of visuals and actions to demonstrate survival vocabulary words and concepts. (B) Find out some basic information about the child's culture, learning style and family. There are cultural handbooks available through the state's Bilingual Education department. (C) Understand how a language is learned. Language is learned in a specific order or sequence. The sequential steps are:

1) Listening with comprehension - A person learning any language takes time to get accustomed to the new sounds. The sounds are internalized and stored in the brain. Most learners of any language understand more than they can speak. The regular classroom teacher, therefore, should not feel ill-at-ease if all the student does initially is "just sit there." That student is internalizing the sounds of the language. That student is "learning" although s/he does not manifest it initially. This is not to say that the teacher should leave the child alone and let him/her "just sit" while a lesson is going on. There are many activities a teacher can do. One

simple task would be for the teacher/tutor/helper to orally present a sentence structure such as, "This is a pencil," at least three times. Then have the LEP student say or repeat the sentence. Make sure with the oral presentation that the concrete visual object is clearly presented, so that there is a definite association between object and sentence. In other words, there should be comprehension of the sounds presented.

2) Speaking - After the child has listened to the sentence enough times, and understands what it means, or has associated meaning with words, you may signal to the child to say or repeat the same sentence. This can be achieved by: (a) Using universal hand signals like a finger on the mouth to signify quiet, a hand by the ear to signify listen, and a hand motion that signifies come join me or now it's your turn, and (b) saying only the practiced sentence structure, uncluttered by too many words and directions that the LEP child does not understand anyway.

One should not expect the LEP child to produce a new sound or sentence that s/he has never heard before. Remember, s/he is developing language at this point. The child may understand the concept or idea or even what you are asking, but s/he does not have the words to express him/herself and answer you. The key to their success is modeling.

3) Reading - This is the third step in the learning of any language. Yet, sadly, the LEP child is often given this task initially in the classroom, simply because the teacher does not know what else to do. In effect, the child is "reading" without comprehension or with very minimal comprehension. Remember, the written words

are symbols of the actual objects. Unless the LEP child is given the personal experience or opportunity to associate those words (sounds) with the actual object(s), the exercise of looking at written words is meaningless. It is not reading. It is merely decoding. Decoding is only one component of reading. An equally important component is comprehension.

Before reading is introduced to the LEP child, the regular classroom teacher must be aware of the following facts:

a) The process of learning how to read involves at least 200 skills. (p. 136, Teaching Reading to Non-English Speakers, Thonis, E.; Collier-MacMillan, 1978)

b) The ability to understand what one reads is directly related to the reader's ability to understand and speak the language.

c) The LEP student must be given many opportunities to hear and speak the new language (English) before reading is introduced.

d) The LEP student who is literate in his/her dominant language will learn how to read in the new language much faster and easier than his/her illiterate counterpart. There will be some inter-language interference initially, however.

e) The teacher must help the illiterate LEP student develop pre-reading skills before venturing into any reading program.

4) Writing - This is the last step in the sequence of learning any language. As with learning to read, meaningful writing should be based on the LEP student's oral understanding and speaking ability. In addition, writing follows the student's exposure

to or familiarity with the written form. One has to have seen the written word to be able to write it. Writing is more than an exercise of motor skills, unless one's objective is merely the formation of letters and developing good penmanship. This is only the mechanical part of writing. The meaningful part of writing is the way words are put together so that what is understood and said orally is also understood in written form. Writing as an exercise should be used to reinforce the words, phrases and sentence structures that have been presented orally by the teacher, then repeated and recognized in the written form by the LEP student.

Creative writing, however, is something that should be expected only of the advanced ESL student. We must keep in mind that to write creatively is to manipulate ideas through words which the non-native speaker of English may know in his/her own language, but not yet in English.

The regular classroom teacher need not delay writing as a skill, especially in the higher grades. It may be introduced as soon as the LEP student can say and read a few words and sentences. The regular classroom teacher should monitor and correct, as early as possible, the writing of the LEP child in order to develop and reinforce good mechanical writing skills. This will be even more true for the LEP student whose writing system is not Romanized. The ease and speed of the student in learning our writing system will be determined mainly by the similarity or dissimilarity between English and his/her native writing system.

Toward the end of this pamphlet is a list of books that are helpful to the regular classroom teacher who wants to know more about ESL techniques and methodology.

C. The ESL Lesson

The following are characteristics of a good lesson plan:

1. A good lesson plan should reflect methodical thinking about what is to be presented and how it should be presented. One decides what topical unit is very important for the LEP student to know/learn first. The topic should be on survival skills for school and the outside world.
2. The materials to be presented should lead naturally and sequentially into the next lesson/topic/level. For instance, one teaches singulars before teaching plurals. One presents count nouns before mass nouns. Topically speaking, parts of the human body are taught before a unit on foods or health is introduced. Such planning avoids "jumping around" between topics, teaching first whatever is the easiest to teach or does not need a lot of teacher preparation, and takes into account students' needs and abilities.
3. It must present the materials based on the normal sequence of how language is learned (hear, speak, read and write).
4. The introduction of new vocabulary and language patterns should be controlled and limited. Just because a unit in the text presents 20 new words, you need not present all the words in one day. You may determine not to present some words at all. They may not be appropriate for the level or ability of the LEP student. The relevance and frequency of use must also be a deciding factor in choosing new vocabulary.

Most importantly, teach only one sentence pattern or structure at any one time. This lessens the frustration and confusion of the LEP student and ensures success. "This is a chalkboard," and "This is an eraser," may appear simple. But for the learner, it has its pitfalls. Two different variables (classroom objects and articles) are being introduced. The LEP student may easily become confused as to when to use the articles a and an.

5. A good ESL lesson plan includes the following essential parts:
    a) Warm-up and review
    b) Transition, then presentation of new material
    c) Practice
    d) Reinforcement activity
    e) Evaluation

On the next two pages are lesson plans for elementary and secondary levels. Study and review them to see what sections of the models may be appropriate and successful in your instruction of LEP students.

A 45-60 MINUTE LESSON PLAN MODEL*

(For Secondary Grades)

3 - 5 Minutes	WARM-UP (Recital of known material like days, dates, names, conversations, questions and answers on familiar structures)
7 Minutes	HOMEWORK CORRECTION (If homework is assigned; short quiz)
8 Minutes	APPROACH TO NEW MATERIAL (by review, by related experience, by comparison or contrast to known material)
	STATEMENT OF AIM OF NEW LESSON (The teacher tells the students what they are going to learn or read)
5 - 10 Minutes	PRESENTATION OF NEW MATERIAL (New dialogue, new structure, new reading)
2 Minutes	SUMMARY OF LESSON
3 - 5 Minutes	OVERVIEW OF HOMEWORK ASSIGNMENT OR REVIEW OF CONVERSATIONS

*p. 52, English as a Second Language, From Theory to Practice, Finochiarro, New York: Regents, 1974.

A 30-40 MINUTE LESSON PLAN MODEL

(For Elementary Grades)

3 - 5 Minutes	WARM-UP (days, dates, weather, questions and answers on familiar structures)
5 - 8 Minutes	REVIEW (Review of previous sentence patterns, vocabulary, comprehension questions from previous lessons)
	AND/OR
	TRANSITION (Making a connection between the old lesson and the new lesson)
5 Minutes	NEW MATERIAL (Sentence pattern, vocabulary build-up)
5 - 10 Minutes	ORAL PRACTICE
10 Minutes	REINFORCEMENT ACTIVITY (Could either be student directed or teacher directed)
2 Minutes	SUMMARY OF LESSON (Could also be a reminder of assignments, announcement of lesson/activity for the following day)

Remember, both models are possible lesson plans. Not all of your lesson plans will reflect every single item presented in the two models. Whatever your lessons may be, do try to incorporate the five essential parts of a good lesson plan, and be flexible!

D. Activities

The activities listed in the following pages are to be used as reinforcement of the learned skills. They are not to be used as lessons by themselves. Many of the ideas presented here are not new. You may be using them already. In the books listed in the back are many more ideas. Explore them.

Listening-Comprehension Activities

1. Following simple directions and commands (look into Total Physical Response as an ESL approach).
2. Sound differentiation as in minimal pairs - the students indicate which sound is being produced by raising a hand, object or by indicating with an agreed upon signal.
3. Teacher tells a story, then asks simple questions (for beginners) to the more advanced questions (for the intermediate and advanced students). The story used could be a well known fairy tale, or an even simpler one made up by the teacher.
4. The student indicates whether the sounds are the same or different (i.e., set, ten - same; set, tin - different)
5. The student indicates whether a pair of words rhyme (send/mend)
6. The student indicates whether the teacher's voice goes up or down; an exercise for questions (answerable by yes or no) and statements.
7. Imitating words, phrases and sentences that will be presented in the same lesson.
8. Student indicates which words the teacher stressed for meaning differentiation (e.g., I saw you by the tree. I saw you by the tree. I saw you by the tree, etc.)

9. Student indicates whether the word(s) said is either singular or plural; past, present or future; other classification exercises.
10. Student indicates the category of the item presented (e.g., The teacher says dog; the student says, animal. The teacher says flower; the student says, plant, etc.)

Speaking Activities

Since the activities listed are follow-up activities to your lesson, again, I would recommend that you look into one or two of the references listed at the end of this booklet for a more comprehensive explanation of the different kinds of oral drills. Here, I will merely enumerate them. There are four basic types of pattern drills:

(a) repetition/chain

(b) transformation

(c) substitution

(d) backward build-up

Some other oral activities besides the drills are:

1. Dialogues - They should be meaningful and relevant to student needs. They could be topical or situational.
2. Storytelling - Take advantage of stories from the home countries of the LEP students. This can be done in several ways: a) The teacher can start telling the story, and have the student finish it; b) The student can retell the story part by part after the teacher tells them the story; c) The teacher tells the story and asks comprehensive questions and the students answer them; d) The teacher takes a story where the student participates by filling in missing words or provides

background sounds (e.g., when the word car is mentioned, the students will say "Honk! Honk!")

3. Cultural discussions - Ask questions comparing cultural items such as: a) rituals for courtship, wedding, baptism, funerals, etc.; b) attitudes and beliefs towards work, jobs and profession, education, religion; c) superstitions, and many other cultural topics.
4. Talking contest - Have a box with topics written on slips of paper. You can have a contest by teams, sex, grade level, etc. The object of the contest is to talk for three minutes or whatever length of time the class/teacher decides. Each member of the team gets a chance. If s/he stops for 15 seconds, the student stops and another student from the other team starts.
5. Describing objects - This should be based on things studied previously so that the object's attributes are familiar to students. Place an object on the desk. Ask the students to describe it. Or place an object in a bag/box. Blindfolded or with closed eyes, the student describes the shape, the texture (smooth/rough), the quality (hard/soft), weight and smell. Open eyes and compare the before and after descriptions.
6. Giving directions - Each student gets a chance to give the teacher or another student directions on where to go (from school to the closest store, school to home, etc.), how to make something (recipes from the students' home countries), or what to do (situational predicaments).
7. Picture and Posters - Each member of the class will give one sentence about the poster or picture. The class then decides on what order to put the sentences in to make a good paragraph. This can be extended further to make a class composition.
8. Songs - Especially good for teachers inclined towards music. This is

helpful in teaching the rhythm of the language. Songs that can be acted out would be excellent for vocabulary expansion and comprehension of the songs as well.

9. TV Show Format - Have students reenact a news program. Include local (school and neighborhood) and national news as well as ads and weather forecast. Have students "model" on TV. Especially good when doing a unit on clothing. Tape record or video-tape the production.
10. Questions - a) Teacher gives one sentence, then asks the five Ws (who, what, where, when, why) and H (how) questions. (For example: The boy walked to the store yesterday to buy some bread. Who walked to the store? What did he buy?) b) Here is the answer, what is the question? Here is the meaning, what is the word? What is the opposite of _____? Ask for the spelling of words that can be phonetically spelled.
11. Dreams - Retelling dreams is a good exercise for using past tense.
12. Speeches - Speech on How To
    Speech to Inform
    Speech to Entertain
    Speech to Persuade
13. Debate - Pick a topic that's pertinent to the students. Good exercise for cause and effect, logical thinking and reasoning.
14. Personality Interview or Job Interview - Have students form a panel to interview someone for a job or to know more about his/her life. Each student must prepare at least one question. The students will take turns being the interviewee.
15. Dramatizations/Mini-plays - This can be done with or without script. Teacher describes the plot; each character (student) will provide the lines.

16. Poems, chants, rhymes and riddles.
17. Oral language through dance and music.
18. Role playing - Teacher gives "If" statements, and the student responds.
19. Using telephones - Telephones can be borrowed free from the telephone company. They are called tele-trainers. Effective use of the telephone, telephone manners, who to call in an emergency, and other survival things are very important skills for the LEP students to learn.
20. Filmstrips and films without narrations - Students provide the narration and sounds to the pictures.
21. Conversation circle - This could be a problem-solving conversation. Present a dilemma, then have the students come up with the solutions or alternatives to solving the problem.
22. Mimes - Student thinks of an action or series of actions; then acts it out. Meanwhile, the class or an assigned student "labels" his/her action using complete sentences (e.g., He is walking. He is now sitting down.)
23. Using TPR (Total Physical Response), the class can act out a story while the teacher or student relates the story.
24. Delegating the students as the teacher on a rotating basis - Useful for review of past lessons, and standard daily classroom routine. For example, the student "teacher" calls out students' names for attendance, asks the day, date, weather, what they did the night before.)
25. Describe and guess game - Student describes an object s/he has in mind using studied items like shape, color, texture, location, and other important clues. The class tries to guess the object.

Pre-Reading and Reading Activities

Pre-reading activities are very important to those LEP students who have very little or no schooling at all. Any activity that would double and enhance their listening skills, eye-movement coordination, sound-symbol recognition skills, and visual and auditory perceptions will better prepare them to be good readers.

Since reading (as mentioned in the sequential steps of learning any language) should not be introduced until the LEP student has the oral vocabulary for it, basically, the reading material that you will use will be based upon the learned oral vocabulary of the target students.

Some reading skills that we need to develop in LEP students are:

1) Reading in thought groups
2) Learning spelling patterns
3) Enriching vocabularies through antonyms, synonyms, words in big words, recognizing prefixes and suffixes, and many others.
4) Understanding how a word is used with the help of the surrounding words (contextual clues).
5) COMPREHENSION - Remember, this is just as important as the decoding skills. Some activities that one can do to check comprehension are:
   a) Finding the synonyms and antonyms of the given word from among the three or four words in a selection.
   b) Completing the sentence with the correct word.
   c) Finding two sentences from a group of five sentences where the given word is used in the same way.
   d) Indicating whether the statement is true or false.
   e) Asking the five Ws and H questions.
   f) Sequencing ideas in the paragraph.

g) Asking students to find words that describe a person.

h) Asking students to find words or a passage that tells something about the character (i.e., he/she is angry, happy, lonely).

i) Summarizing a paragraph.

Other reading activities that may be used are:

1. Recognizing letters in the alphabet
2. Teaching letter-sound correspondence
3. Matching pictures/objects with word cards
4. Matching pictures/objects with sentence cards
5. Reading words and putting them into correct word order
6. Sight reading sentences they have learned orally and been able to produce fluently
7. Class composed paragraphs
8. Visual literacy - the language experience approach to reading

Writing Activities

Writing as an activity should reinforce the listening, speaking and reading skills of the LEP student. Where one starts and/or what kind of writing one does will depend on the student's level and needs. Whenever possible, some writing activity relevant to the lesson would be a good, natural sequence to the oral activities learned and then read. I do feel that writing as an activity should not be the bulk of the ESL lesson. We must always keep in mind to emphasize the oral skills. Every so often, we get students who write well but can hardly carry a conversation in English. This is a classic result of a classroom where writing skills were emphasized instead of the oral skills. Again, remember that these LEP students are, and most probably will be, living in this country where they will need oral skills in English. After all, one does not run around with a paper and pencil to communicate simple everyday needs, wants and desires.

Some writing activities are:

1. Copying letters of the alphabet
2. Copying numbers
3. Copying words and phrases that are mastered orally
4. Copying complete sentences with correct punctuation marks, and capitalization
5. Copying sentences with certain items left blank. (e.g., change the subject, the verb, changing from singular to plural and vice versa)
6. Filling in the blanks from an individual or class composition
7. Writing a class composition
8. Dictation of material read before
9. Describing pictures orally and then writing the paragraph using

the same sentences.

10. Rearranging sentences in a jumbled up paragraph, and putting them in sequence.
11. Breaking down compound and complex sentences to simple sentences and vice versa.
12. Copying a model paragraph. Change underlined words and substitute another.
13. Writing an outline.
14. Writing a summary or precis of a paragraph or article read.
15. Writing a personal letter, letter of complaint or concern, a business letter.
16. Filling out job applications, library card application, social security card, etc. (For older students)
17. Writing an ending to an unfinished story.
18. Writing a dialog/conversation heard on the bus, lunchroom, playground, street.
19. Writing questions for an interview, then writing up a personality review.
20. Changing direct statements to indirect statements, and vice versa.
21. Writing sentences that rhyme.
22. Writing diamond poems, haikus, and other simple poetry forms.
23. Writing about certain cultural items like special holidays, celebrations; comparing how it is done in the United States vs. his/her home country.
24. Other creative writing activities that will fit the ability of the LEP students.

III. Mainstreaming

The term "mainstream" refers to the regular curriculum or classes where the majority of the school population is assigned. In the mainstream or regular curriculum, English is the medium of instruction. To mainstream an LEP student means: (1) The student has sufficient understanding, speaking, reading and writing ability in English to survive in the regular classroom; (2) The student may or may not need English as a Second Language instruction; (3) The student needs very little or no bilingual help in the subject matter areas because s/he can handle the subjects by him/herself.

First of all, it is illegal to totally mainstream LEP students without any bilingual and/or ESL help (Title VI CRA, Lau vs. Nichols). It is also illegal to totally isolate these students in special programs all day. Most districts which have Bilingual/ESL programs mainstream their LEP students part of the school day. They are usually assigned to classes where the use of language (English) is not very crucial in the understanding or accomplishing of the assigned work. This arrangement has more advantages than disadvantages. (1) It provides invaluable contact between the LEP students and the regular school population where mutual learning and interaction occur. (2) It gives the LEP students a more positive feeling about themselves. They feel less "different" because they too have classes where their classmates are native speakers of English. (3) It provides many teachers with the opportunity of teaching and learning from the LEP students, which can be an enriching experience. (4) It challenges the LEP student more, since the work at hand may not always be tailored to their abilities.

The criteria for full day mainstreaming is not set by the State Bilingual Office. Some districts such as Seattle, mainstream their LEP

students based on the following criteria:

1) The student's oral proficiency in English is advanced enough so that s/he does not need ESL instruction. This does not mean that her/his fluency in English is as good as the native speakers of English. All this means is that the LEP student understands and speaks English enough to survive in the regular classroom. This is determined by: a) The ESL teacher; b) The regular classroom teacher; and c) The bilingual teacher/tutor. At times, an LEP student is fully mainstreamed with the option to go back to an ESL class and/or bilingual class. This trial period is important to the LEP student psychologically, because s/he does not feel totally shut out in case s/he does not succeed in the regular classes.

2) The achievement test taken by the LEP student (assuming s/he was able to take it) indicates a score on the 35th percentile for <u>both</u> language arts and reading subtests. The test must be any nationally normed, standardized achievement test normally administered by a school district to its pupils. If the LEP student falls in the 35th percentile or above, then legally, s/he does not have to be instructed in ESL or bilingual classes, but s/he may be eligible for other alternative types of instruction available to non-LEP students. If the LEP student is not able to take the achievement test as is often the case, then the first criterion is solely used to determine whether the LEP child should or should not be mainstreamed.

IV. SOURCES AND RESOURCES

A. References

The following are some of the available books on approaches, methods, and techniques of teaching ESL:

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Thomson and Martinet, A Practical English Grammar. New Jersey: Oxford University Press.

Valette, Rebecca, Modern Language Testing. New York: Hancourt, Brace and World, Inc., 1967.

B. Agencies/Resources

STATE

SPI Bilingual Office

- o Keith Crosbie, Coordinator
- o Rosendo Luna, Jr., Asian Languages, Bilingual Consultant
- o Omar Arambul, Spanish Bilingual Consultant

7510 Armstrong Street S.W., Tumwater, WA 98504
(206)753-2573, SCAN 234-2573

Provides Statewide bilingual education coordination, technical assistance to school districts to meet Lau compliance and State law, and materials for district use.

REGION

Bilingual Education Service Center of Alaska and the Northwest (BESCAN)

- o Doris Lock, Director

1107 N.E. 45th Street, #515, JD-46, University of Washington, Seattle, WA, 98195
(206)543-9424, SCAN 323-9424

Provides bilingual technical assistance to LEAs and IHEs to develop local capacity to implement and maintain bilingual education programs; develops effective materials and community participation; and provides inservice training.

LAU CENTER

Northwest Region Education Laboratory (NWREL)

- o Alfredo Aragon, Director

300 S.W. Sixth Avenue, Portland, Oregon 97204
(503)248-6800

Provides technical assistance to requesting agencies for preparing and implementing Lau compliance plans and designs; defines policy areas of compliance requirements and staff training in language assessments, diagnostic and prescriptive programming, curriculum and material development and program implementation.

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